

| Non-Readiness  | Survival   | Mastery  | Impact  | Innovation  |
|--|--|--|---|---|
| <p>Those teachers who are resistant or reluctant to use ICT's with little or no knowledge or personal skills.</p> <p>May mean the person does not have access to the necessary nor the interest and motivation.</p> <p>May think that they will break the computer.</p> <p>See little benefits to own teaching or children's learning.</p> <p>Often will show fear or non-readiness in some areas of technology, not all.</p> <p><b>Skills will develop well with instructional P.D and support to build base knowledge.</b></p> | <p>Those teachers who are focused on their own personal knowledge and use of ICT.</p> <p>May have acquired skills in one or more applications such as Word, PowerPoint, but "have not yet developed either sufficient skill or confidence to look beyond technology as a thing in itself, to see it as a tool that can be used to further their curricular goals.</p> <p>See technology as primary structure instead of supporting learning. Think in terms of "Word Processing Lessons" or "PowerPoint lessons" etc.</p> <p><b>Support through co-teaching and modeling good use of ICT will help teachers better understand the role of technologies in teaching and learning.</b></p> | <p>Teacher knowledge does not develop consistently in all areas. Some may develop good word processing skills or use Maths programmes well.</p> <p>"Because teachers have achieved "mastery" in their own ability to understand and use particular applications does not mean they have achieved mastery in their instructional use of that application".</p> <p>"...teachers personal mastery makes them capable to plan lessons that integrate technology with learning objectives, the instructional activities they plan usually involve the whole class doing the same thing, and using single software application". With minimal use of technologies potential.</p> <p><b>Support is needed by "technical coaching, and peer tutoring whereby teachers can see other ways to integrate ICT in meaningful learning contexts.</b></p> | <p>These teachers work at integrating ICT into their teaching and encourage the children to use many applications frequently across the curriculum.</p> <p>While still experimenting with how best to use the tool in their own practice, impact teachers recognize ICT as an instructional tool rather than as a separate component and shift the focus from personal use to children.</p> <p>These teachers consider the effects of technology on their teaching and the impact on student's learning and design projects or learning experiences that encourage higher order thinking.</p> <p>Impact teachers have an interest in meeting student's learning needs and acknowledge the challenges they face in meeting these needs.</p> <p><b>P.D must focus on these needs, active reflections or action research looking at planning, implementation and classroom practice. Discussions with peer support, time to observe and discuss ideas and experiences of others.</b></p> | <p>These teachers are able to use a variety of applications with subject content to maximise the potential for student learning through discovery (Seymour 1999).</p> <p>Understands the complex nature of how technology can enhance learning and changes the way they teach to incorporate this understanding.</p> <p>Innovation level means that teachers have to be more sophisticated in their use of technology with reflective acknowledgement of research, planning and management and working with other educators to bring about changes in their teaching practice.</p> <p>"Gain access to and have a voice in the larger professional community" (p 91). These teacher need more autonomy to control decisions made beyond their own classroom at school-wide level and within the wider educational community.</p> <p><b>These teachers need opportunities to work with other impact and innovation educators and need to be part of formal studies (like research) and gain visibility for expertise.</b></p> |

| Emergent   | Capable  | Competent   | Innovative  |
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| <p>Unaware of software applications</p> <p>Don't currently use ICT tools (video camera, digital, scanner)</p> <p>Not familiar with way around the computer (My Computer, Control Panels)</p> <p>No folders or organizational structure to using the computer</p> <p>Core values and beliefs don't acknowledge the merits of ICT</p> <p>Limited skills transfer to the learner</p> <p>Skills out of context to authentic learning</p> | <p>Able to basically use some software (Microsoft Package)</p> <p>Able to use ICT tools like cameras, scanners</p> <p>Able to make folders and organize files</p> <p>Able to save and alter documents</p> <p>Understands when it is appropriate to Explore, Create and Communicate</p> <p>Whole class instruction, skills in context</p> | <p>Able to use a variety of software to achieve a learning goals</p> <p>Able to use ICT tools (cameras, video, email etc) to aid teaching and learning</p> <p>Able to model skills and processes to groups of children</p> <p>Able to develop class experts for collaborative learning</p> <p>Core values and beliefs of ICT to enhance teaching and learning opportunities</p> <p>Lesson content focuses on curriculum development (surface and deeper features) with integration of ICT tools</p> | <p>Devises and implements innovative, open-ended risk taking lessons</p> <p>Children confident to access and use ICT tools</p> <p>Independent collaborative learners on the computer most of the time</p> <p>Encouraging E-learning and the connected learner through Internet, Email, video conferencing and audio conferencing</p> <p>Learners aware of how and when ICT can impact on own learning</p> |